



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Echoes from Mist-land; or the Nibelungen Lay Revealed to Lovers of Romance and Chivalry. By AUBER FORESTIER. Chicago: S. C. Griggs & Co. 1889.

In his introduction the author first gives, in outline, the history of the discovery of the manuscripts and the labor spent on the poem since it was brought to light. He then pays due tribute to the scholars who have devoted themselves to the subject in one way or another, among them Jordan in his epics, Wagner in his operas, Morris in his translations, and Schnorr in his paintings at Munich. After stating that the Indian, Persian, Grecian, and Teutonic branches of the Aryan family are rich in epic possessions, he discusses the epics of the first two and their relation to the third. He describes how our forefathers brought from their eastern home the myths which, transplanted to Germany, gradually developed into a system of mythology, reflecting religious, moral, intellectual, and social development; how christianity, endeavoring to drive out even the memory of the old pagan faith, finally drove to the recently discovered island a number of noble families who were cultured in the highest ideals of Teutonic faith. Their myths went with them and there found a place in the great Icelandic literary monuments, the Eddas. Twenty pages are devoted to the comparison of characters in the Nibelungen Lay with prominent characters in old Norse mythology. The introduction closes with a section in which the author, so far as possible, locates geographically the principal incidents of the poem, and explains the manner in which the historical personages, Attila and Dietrich, became connected with the original myths. In presenting the Lay itself Mr. Forestier, writing for the general reader rather than for specialists, has avoided a literal rendering, and has retold in simple English prose the great epic of Germany. He has held strictly to the incidents and has reproduced very successfully the spirit of the original, following the text of Karl Simrock. For those who do not care to study the original, this book is probably the most satisfactory thing in English.

Colgate University

R. W. Moore

Deutsche Erziehung, von Dr. Fritz Schultze. Leipsic, 1893.

It was my good fortune some years ago to listen to the substance of this book in a course of lectures delivered by Prof. Schultze in Dresden. The splendid oratory, profound thought, and burning enthusiasm of the young professor were then an inspiration. The book is as faithful a reflection of the lectures as printed page can be of spoken words. Better speakers than Prof. Schultze are rare, and it may be doubted whether any German writes clearer German.

The book treats of German education in the most comprehensive meaning of education. It appeals, perhaps, more to the non-professional educators, namely the fathers and mothers, than to the professional teachers. Accepting thoroughly the main principles of Herbart, the author does not hesitate to modify the Herbartian theory at will. He cannot be a blind partisan. The twelve chapters of the book treat respectively of The chief end of all educational activity, The importance and the development of individuality in the child, The inborn traits of the child, The acquired ideas, Direction: conception of pedagogic government, the physical care of the child, Overloading, activity and occupation; Punishment of children in general; Educational modes of punishment considered separately, Respect and love as the most important means for guiding children, Formation of character and disposition, Educative instruction; Methods, subjects, kinds of schools, The methodical treatment of the lesson subject in educative instruction.

The book is written for Germans and not particularly for the world at large. The author is intensely patriotic. A good many changes would be necessary to make the work in all its part pertinent to the schools of the United States. A mere translation is impossible, an adaptation by a skillful hand would be a boon. Meanwhile we recommend the book cordially to all who are interested in education in its wider relations and who would enjoy reading admirably clear German.

C. H. Thurber

An Old and Middle English Reader. On the basis of Professor Julius Zupitza's *Alt und Mittelenglisches Uebungsbuch*, with Introduction, Notes, and Glossary by G. E. MAC LEAN, PH. D. Macmillan & Co.: New York and London, 1893. pp. lxxiv + 295.

Prof. Mac Lean's version of Zupitza is a scholarly presentation of a well known standard. Zupitza's book has long been known as a "concise and comprehensive" reading book, offering illustrations of the English language from the earliest times down to the fifteenth century. For its particular purpose there was no other practical book so good in German or in English. It contained a number of characteristic texts and a vocabulary, but all explanation, except for textual notes was left to be furnished by the lecturer. For the mere translator of such a book there was of course not much to do: Professor Mac Lean has therefore made large additions.

The book is now practically available to the American student. In a rigidly compressed form Prof. Mac Lean has presented a great deal of help. He tries to meet the wants of the beginner